



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

2041 East Vineyard, Phoenix, AZ 85042

Roosevelt Elementary District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Underperforming
2004-05 Underperforming
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Walsdorf H. Jenneford Jr.
Schedule : 07:30 AM to 04:00 PM
Grades : Pre-K-8
Web Address : www.rsd.k12.a.us/~barr/index.html
Phone Number : (602) 232-4900
Fax Number : (602) 243-2116
E-mail : jennefordw@rsd.k12.az.us

Mission

Provide a safe environment for students, establish positive relationships, appreciate a variety of cultures and help students to develop a love of learning in a technologically rich environment, thereby nurturing, challenging, and guiding all students toward their maximum potential-academically, aesthetically, physically, socially, and emotionally. The students, parents, teachers, staff and administrators, working in partnership will promote communication and pursue growth to maximize learning.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Not Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 Warning Year
2004-05 N/A
2003-04 Out of Improvement

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By June 2005, 90% of the students will approach, meet or exceed the Arizona Standards in reading and writing as measured by AIMS DPA and TERRANOVA results will reflect that the percentile averages will range from 28%-48% of students in all grades.
- ü By June 2005, 85% of the students will approach, meet or exceed the Arizona Standards in Mathematics as measured by AIMS DPA and TERRANOVA results will reflect that 60% of the students are at or above the 50th percentile.

Enrollment

October 1, 2005 School Year Student Enrollment : 468
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 10

Instructional Programs

- ü Computer-Assisted Instruction
- ü Bilingual Instruction
- ü On-site Special Education/AUTISTIC PROG
- ü ESL/ELL
- ü Voyager Reading K-3/Wilson 4-8 Reading
- ü Drop Everything and Write K-8
- ü Buddy Reading Program
- ü Parks and Rec. After school Homework

Calendar Information

Number of Instruction Days :	179
Average Daily Instruction Time :	6 hours 10 minutes
First Day of School :	8/1/2005
Last Day of School :	6/8/2006

Shared Responsibilities

School

Our responsibilities: assuring parents that their children will receive quality instruction in a safe learning environment, instruction will be goal-oriented and teachers will communicate to parents regularly on the progress of their children. Provide instruction and activities aligned to the Arizona State Standards and District Curriculum. Communicate school rules of Conduct to parents, be respectful of adults in language and attitudes in support of a strong, collaborative relationship.

Parents

Ensure that their child is punctual and attends school regularly. Build the child's self-esteem with positive comments. Request to review homework regularly. Provide a Library card for their child. Encourage my child to read and read with my child daily. Volunteer for and utilize the Parent Center. Comply with the school in its efforts to maintain proper discipline. Show respect to myself and others. Ensure that my child gets enough rest and comes to school physically prepared to do his/her best.

Transportation Policy

Transportation of students is a privilege extended to students in the district, and is not a statutory requirement except for necessary transportation of students with disabilities as indicated in their respective Individual Education Programs; or part of T.G. Barr's computer magnet program where children live a distance that requires bus transportation; and in support of getting children to school that live at a distance that requires bus transportation per district policy.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü South Mountain Community College 'Rockets'	2004
ü District Level Poetry Honors/CPLC Teacher of the Year	2004
ü Regional Poetry/Spelling Bee/Science/Sports Awards	2004
ü Superintendent's Reading Club Winners/Voyager K-3	2004

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1370	80010	100	100	99	409	421	447	31	20	10	27	28	18	42	47	53	NA	5	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	693	38935	100	100	99	407	422	447	32	17	9	29	31	19	39	47	55	NA	4	17
Male	24	675	40974	100	100	98	411	420	448	29	23	11	25	26	18	46	47	52	NA	5	19
African American	18	211	4201	100	100	99	395	416	430	50	26	17	28	30	23	22	38	51	NA	6	9
Hispanic	36	1088	34545	100	100	99	415	421	432	22	19	14	28	29	24	50	48	53	NA	4	9
Asian/Pacific Islander	--	NC	2068	--	NC	99	--	NC	474	--	NC	4	--	NC	10	--	NC	50	--	NC	36
American Indian/Alaskan Native	--	12	3979	--	92	96	--	429	424	--	8	17	--	33	30	--	50	47	--	8	6
White	NC	51	35142	NC	100	99	NC	437	465	NC	12	5	NC	20	11	NC	57	56	NC	12	28
Students with Disabilities	NC	137	10161	NC	100	93	NC	385	419	NC	64	28	NC	19	28	NC	16	36	NC	1	8
Students without Disabilities	51	1233	69849	100	100	100	413	425	451	25	15	7	29	30	17	45	50	56	NA	5	19
Limited English Proficient Students	18	435	14013	100	99	97	410	406	413	22	30	24	39	35	34	39	35	39	NA	0	3
Migrant Students	NC	NC	603	NC	NC	96	NC	NC	417	NC	NC	22	NC	NC	32	NC	NC	42	NC	NC	4
Economically Disadvantaged	53	1150	39029	100	99	98	411	420	432	28	20	14	28	29	25	43	47	52	NA	4	9
Non-Economically Disadvantaged	NC	220	40981	NC	100	100	NC	425	462	NC	18	6	NC	27	13	NC	48	54	NC	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1370	79438	100	100	98	421	427	451	15	15	9	47	37	24	35	45	56	4	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	693	38775	100	100	99	429	432	457	10	11	7	45	37	22	39	48	58	6	3	13
Male	24	675	40560	100	100	97	411	422	446	21	19	12	50	37	25	29	41	54	NA	3	9
African American	18	210	4178	100	100	98	405	429	439	22	15	13	56	36	29	22	44	52	NA	5	6
Hispanic	36	1089	34297	100	100	99	429	426	434	11	15	14	42	37	31	42	45	50	6	2	5
Asian/Pacific Islander	--	NC	2063	--	NC	99	--	NC	475	--	NC	3	--	NC	15	--	NC	63	--	NC	20
American Indian/Alaskan Native	--	12	3940	--	92	95	--	425	429	--	17	14	--	33	36	--	50	47	--	NA	3
White	NC	51	34887	NC	100	98	NC	445	471	NC	14	4	NC	25	15	NC	51	63	NC	10	18
Students with Disabilities	NC	138	9588	NC	100	88	NC	381	416	NC	56	30	NC	32	32	NC	12	34	NC	1	5
Students without Disabilities	51	1232	69850	100	100	100	425	432	456	10	11	7	49	37	23	37	49	59	4	3	12
Limited English Proficient Students	18	435	13856	100	99	96	413	405	407	17	26	27	50	47	43	33	26	29	NA	1	1
Migrant Students	NC	NC	600	NC	NC	96	NC	NC	418	NC	NC	22	NC	NC	38	NC	NC	39	NC	NC	2
Economically Disadvantaged	53	1150	38685	100	99	97	424	426	435	11	15	14	49	37	32	36	45	50	4	3	5
Non-Economically Disadvantaged	NC	220	40753	NC	100	99	NC	434	467	NC	15	5	NC	34	16	NC	45	62	NC	5	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	55	1360	79971	100	100	99	392	397	423	13	13	8	58	52	41	27	35	49	2	0	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	31	689	38974	100	100	99	417	412	437	3	7	5	58	49	33	35	44	57	3	0	4
Male	24	669	40895	100	99	98	361	382	410	25	19	10	58	56	47	17	26	41	NA	0	2
African American	18	209	4203	100	100	99	381	390	411	17	16	11	61	49	45	22	34	43	NA	NA	2
Hispanic	36	1079	34481	100	99	99	398	398	410	11	12	10	56	53	46	31	34	43	3	0	1
Asian/Pacific Islander	--	NC	2067	--	NC	99	--	NC	449	--	NC	4	--	NC	28	--	NC	60	--	NC	8
American Indian/Alaskan Native	--	12	3995	--	92	96	--	407	409	--	17	10	--	42	47	--	42	42	--	NA	1
White	NC	52	35150	NC	100	99	NC	412	437	NC	6	5	NC	50	35	NC	44	56	NC	NA	5
Students with Disabilities	NC	138	10258	NC	100	94	NC	322	377	NC	46	23	NC	43	51	NC	10	25	NC	NA	1
Students without Disabilities	51	1222	69713	100	100	100	404	405	429	8	9	5	61	53	39	29	38	52	2	0	3
Limited English Proficient Students	18	431	13985	100	98	97	384	374	382	17	20	18	56	59	54	28	21	27	NA	0	0
Migrant Students	NC	NC	608	NC	NC	97	NC	NC	389	NC	NC	16	NC	NC	50	NC	NC	33	NC	NC	0
Economically Disadvantaged	53	1141	38994	100	98	98	396	397	409	11	12	10	58	54	47	28	34	41	2	0	1
Non-Economically Disadvantaged	NC	219	40977	NC	100	100	NC	400	437	NC	14	5	NC	46	34	NC	40	56	NC	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1372	80147	100	100	99	423	444	482	44	27	11	33	30	17	20	39	49	2	5	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	670	39281	100	100	99	431	450	483	32	23	9	44	29	17	24	42	50	NA	6	24
Male	29	702	40780	100	100	98	416	439	482	55	31	12	24	30	17	17	35	48	3	4	24
African American	18	247	4249	100	100	99	427	440	464	33	30	17	39	29	22	28	38	48	NA	3	13
Hispanic	36	1054	33494	100	100	99	421	445	466	50	27	15	31	30	23	17	39	49	3	5	14
Asian/Pacific Islander	--	NC	2103	--	NC	99	--	NC	515	--	NC	4	--	NC	8	--	NC	44	--	NC	45
American Indian/Alaskan Native	--	10	4117	--	91	96	--	NA	456	--	NA	19	--	NA	27	--	NA	46	--	NA	8
White	--	54	36122	--	100	99	--	454	501	--	24	5	--	30	10	--	33	50	--	13	35
Students with Disabilities	NC	184	10295	NC	100	92	NC	405	443	NC	64	33	NC	26	26	NC	9	33	NC	1	8
Students without Disabilities	49	1188	69852	100	100	100	426	450	488	43	21	7	33	30	16	22	43	51	2	5	26
Limited English Proficient Students	21	425	12722	100	99	97	404	425	441	71	38	27	24	38	33	5	23	37	NA	0	3
Migrant Students	NC	NC	622	NC	NC	97	NC	NC	454	NC	NC	19	NC	NC	30	NC	NC	43	NC	NC	8
Economically Disadvantaged	50	1164	38371	98	98	97	426	443	465	42	27	15	34	31	23	22	38	49	2	4	13
Non-Economically Disadvantaged	NC	208	41776	NC	100	100	NC	450	498	NC	27	6	NC	21	11	NC	45	49	NC	8	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	54	1372	79686	100	100	98	423	436	470	33	28	11	41	36	24	26	35	57	NA	1	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	671	39163	100	100	99	435	446	475	24	20	9	36	35	22	40	43	60	NA	2	10
Male	29	701	40438	100	100	97	413	426	465	41	35	13	45	37	25	14	27	54	NA	1	7
African American	18	248	4228	100	100	98	428	438	458	39	27	15	28	35	28	33	37	53	NA	1	4
Hispanic	36	1054	33299	100	100	98	420	434	452	31	29	17	47	36	32	22	34	47	NA	1	3
Asian/Pacific Islander	--	NC	2097	--	NC	99	--	NC	490	--	NC	5	--	NC	13	--	NC	68	--	NC	14
American Indian/Alaskan Native	--	10	4087	--	91	96	--	NA	446	--	NA	16	--	NA	38	--	NA	44	--	NA	2
White	--	53	35914	--	100	98	--	450	489	--	19	5	--	47	15	--	30	67	--	4	14
Students with Disabilities	NC	184	9808	NC	100	87	NC	394	432	NC	71	35	NC	25	32	NC	4	30	NC	1	3
Students without Disabilities	49	1188	69878	100	100	100	426	442	475	31	21	8	41	38	23	29	39	61	NA	1	9
Limited English Proficient Students	21	425	12594	100	99	96	400	411	422	52	47	34	43	42	45	5	11	21	NA	0	0
Migrant Students	NC	NC	611	NC	NC	95	NC	NC	439	NC	NC	22	NC	NC	39	NC	NC	37	NC	NC	2
Economically Disadvantaged	50	1165	38095	98	99	97	427	435	452	28	28	17	44	37	32	28	34	48	NA	1	3
Non-Economically Disadvantaged	NC	207	41591	NC	100	99	NC	441	486	NC	26	6	NC	34	16	NC	39	65	NC	2	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1359	80372	98	99	99	446	443	475	4	10	4	58	46	30	38	44	64	NA	0	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	666	39452	100	100	99	458	464	488	NA	4	3	44	38	22	56	57	72	NA	1	3
Male	28	693	40836	97	98	98	435	424	464	7	16	6	71	53	37	21	31	56	NA	NA	1
African American	17	246	4264	94	100	99	457	448	465	NA	9	5	53	43	35	47	47	59	NA	0	1
Hispanic	36	1043	33608	100	99	99	441	442	462	6	11	6	61	47	36	33	42	57	NA	0	1
Asian/Pacific Islander	--	NC	2098	--	NC	99	--	NC	500	--	NC	2	--	NC	16	--	NC	75	--	NC	7
American Indian/Alaskan Native	--	NC	4128	--	NC	97	--	NC	464	--	NC	4	--	NC	39	--	NC	56	--	NC	1
White	--	54	36213	--	100	99	--	452	489	--	11	2	--	35	22	--	54	72	--	NA	3
Students with Disabilities	NC	181	10526	NC	98	94	NC	376	427	NC	38	15	NC	54	53	NC	9	31	NC	NA	1
Students without Disabilities	48	1178	69846	98	99	100	453	453	482	2	6	3	56	45	26	42	49	69	NA	0	2
Limited English Proficient Students	21	418	12747	100	98	97	425	414	432	10	19	12	67	56	52	24	26	36	NA	NA	0
Migrant Students	NC	NC	621	NC	NC	97	NC	NC	452	NC	NC	9	NC	NC	40	NC	NC	51	NC	NC	0
Economically Disadvantaged	50	1155	38521	98	98	98	448	443	461	4	10	6	56	46	38	40	43	55	NA	0	1
Non-Economically Disadvantaged	NC	204	41851	NC	100	100	NC	447	489	NC	11	3	NC	42	22	NC	46	72	NC	0	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	1320	79306	93	99	99	444	470	504	49	28	13	29	30	20	22	38	49	NA	4	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	671	38845	100	100	99	452	472	505	45	26	11	20	31	20	35	38	50	NA	4	18
Male	21	649	40383	88	99	98	436	468	504	52	30	14	38	28	19	10	37	47	NA	4	19
African American	13	237	4171	87	99	98	447	462	485	46	33	20	31	32	26	23	32	44	NA	3	10
Hispanic	27	1001	32673	96	99	99	441	471	487	52	27	18	30	30	25	19	38	46	NA	5	10
Asian/Pacific Islander	--	NC	2147	--	NC	99	--	NC	539	--	NC	5	--	NC	10	--	NC	46	--	NC	40
American Indian/Alaskan Native	--	NC	4034	--	NC	97	--	NC	479	--	NC	22	--	NC	29	--	NC	43	--	NC	7
White	NC	64	36234	NC	100	99	NC	487	523	NC	22	6	NC	23	13	NC	47	52	NC	8	28
Students with Disabilities	NC	170	10286	NC	97	91	NC	431	462	NC	69	41	NC	19	27	NC	11	27	NC	NA	5
Students without Disabilities	36	1150	69020	95	100	100	450	476	510	44	22	9	31	31	18	25	42	52	NA	5	21
Limited English Proficient Students	12	356	10291	92	97	96	422	447	458	75	49	38	25	33	34	NA	17	26	NA	0	2
Migrant Students	--	NC	630	--	NC	95	--	NC	478	--	NC	24	--	NC	27	--	NC	43	--	NC	6
Economically Disadvantaged	39	1114	37437	93	98	97	442	469	486	51	29	19	28	29	26	21	38	46	NA	4	9
Non-Economically Disadvantaged	NC	206	41869	NC	100	100	NC	478	521	NC	23	7	NC	33	14	NC	38	51	NC	7	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	41	1320	79000	93	99	98	443	458	489	32	23	10	39	37	24	27	38	58	2	2	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	671	38774	100	100	99	448	463	494	30	19	7	30	36	22	40	43	61	NA	2	10
Male	21	649	40150	88	99	98	439	453	485	33	27	12	48	38	25	14	33	55	5	1	8
African American	13	237	4153	87	99	98	439	458	476	31	23	13	46	36	30	15	40	53	8	2	4
Hispanic	27	1001	32508	96	99	98	443	457	472	33	24	15	37	38	33	30	37	49	NA	1	3
Asian/Pacific Islander	--	NC	2142	--	NC	99	--	NC	510	--	NC	4	--	NC	14	--	NC	67	--	NC	16
American Indian/Alaskan Native	--	NC	4016	--	NC	96	--	NC	467	--	NC	14	--	NC	37	--	NC	46	--	NC	2
White	NC	64	36135	NC	100	98	NC	480	508	NC	13	4	NC	25	14	NC	56	67	NC	6	15
Students with Disabilities	NC	170	9991	NC	97	88	NC	416	449	NC	69	33	NC	23	36	NC	8	29	NC	NA	2
Students without Disabilities	36	1150	69009	95	100	100	447	464	495	28	16	6	42	39	22	28	43	62	3	2	10
Limited English Proficient Students	12	356	10199	92	97	95	423	430	439	50	46	35	50	46	47	NA	9	18	NA	NA	0
Migrant Students	--	NC	629	--	NC	95	--	NC	457	--	NC	22	--	NC	41	--	NC	37	--	NC	1
Economically Disadvantaged	39	1114	37234	93	98	97	440	455	472	33	24	15	38	39	33	28	36	50	NA	1	3
Non-Economically Disadvantaged	NC	206	41766	NC	100	99	NC	474	505	NC	16	5	NC	28	16	NC	50	65	NC	5	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	44	1321	79611	100	99	99	450	468	496	18	13	7	57	53	37	25	35	56	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	20	670	39016	100	100	99	468	484	511	5	7	4	70	48	29	25	45	66	NA	0	1
Male	24	651	40519	100	99	98	433	452	482	29	18	10	46	58	44	25	24	46	NA	NA	0
African American	15	239	4188	100	100	98	437	465	486	20	14	9	60	51	40	20	35	50	NA	NA	0
Hispanic	28	1000	32855	100	99	99	461	468	481	14	12	10	57	54	43	29	34	47	NA	0	0
Asian/Pacific Islander	--	NC	2149	--	NC	100	--	NC	519	--	NC	4	--	NC	24	--	NC	70	--	NC	2
American Indian/Alaskan Native	--	NC	3992	--	NC	96	--	NC	478	--	NC	10	--	NC	46	--	NC	44	--	NC	0
White	NC	64	36380	NC	100	99	NC	476	511	NC	11	4	NC	48	30	NC	41	65	NC	NA	1
Students with Disabilities	NC	170	10664	NC	97	94	NC	404	440	NC	39	23	NC	52	54	NC	8	22	NC	NA	1
Students without Disabilities	38	1151	68947	100	100	100	457	477	504	16	9	4	58	53	34	26	38	61	NA	0	1
Limited English Proficient Students	13	354	10362	100	97	97	434	429	438	23	27	22	69	58	57	8	15	21	NA	NA	NA
Migrant Students	--	NC	636	--	NC	96	--	NC	467	--	NC	14	--	NC	47	--	NC	38	--	NC	0
Economically Disadvantaged	42	1115	37626	100	98	98	447	466	479	19	13	10	57	54	45	24	33	45	NA	0	0
Non-Economically Disadvantaged	NC	206	41985	NC	100	100	NC	479	511	NC	12	4	NC	46	30	NC	42	65	NC	NA	1

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

6th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1371	79327	100	100	98	463	485	518	58	36	19	21	26	20	19	35	46	2	4	16
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	669	38961	100	99	98	474	489	520	52	30	16	20	29	20	24	36	48	4	4	16
Male	28	702	40295	100	100	97	452	481	516	64	41	21	21	23	19	14	34	44	NA	3	16
African American	11	258	4247	100	100	98	447	476	499	82	43	27	18	26	24	NA	28	41	NA	3	8
Hispanic	36	1044	32327	97	99	98	466	486	499	53	35	27	22	25	25	22	36	41	3	4	8
Asian/Pacific Islander	--	NC	1939	--	NC	99	--	NC	556	--	NC	6	--	NC	10	--	NC	47	--	NC	36
American Indian/Alaskan Native	--	16	4391	--	100	96	--	515	489	--	13	32	--	31	27	--	50	36	--	6	4
White	NC	49	36373	NC	100	98	NC	494	538	NC	29	10	NC	29	14	NC	39	52	NC	4	25
Students with Disabilities	NC	188	9321	NC	100	87	NC	436	467	NC	81	54	NC	11	22	NC	7	21	NC	NA	3
Students without Disabilities	44	1183	70006	100	100	100	471	493	524	52	28	14	25	28	19	20	39	49	2	4	18
Limited English Proficient Students	15	364	9431	94	98	95	437	460	466	80	59	53	20	26	27	NA	14	18	NA	1	1
Migrant Students	--	--	635	--	--	94	--	--	488	--	--	31	--	--	29	--	--	36	--	--	4
Economically Disadvantaged	43	1147	37097	98	98	97	460	485	498	63	35	27	21	26	25	14	35	41	2	4	7
Non-Economically Disadvantaged	10	224	42230	100	100	99	NA	486	535	NA	37	11	NA	24	15	NA	36	50	NA	3	24

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	53	1373	79501	100	100	98	452	466	497	42	25	10	32	36	25	26	39	60	NA	0	4
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	671	39062	100	100	99	461	472	502	20	19	8	52	37	23	28	44	64	NA	0	5
Male	28	702	40368	100	100	98	443	460	491	61	31	13	14	36	27	25	33	57	NA	0	3
African American	11	258	4279	100	100	99	448	468	485	27	23	14	55	34	30	18	43	54	NA	1	2
Hispanic	36	1046	32389	97	99	98	450	464	478	44	26	16	28	37	34	28	37	48	NA	0	1
Asian/Pacific Islander	--	NC	1936	--	NC	99	--	NC	519	--	NC	3	--	NC	14	--	NC	73	--	NC	9
American Indian/Alaskan Native	--	16	4401	--	100	96	--	481	473	--	13	17	--	38	40	--	50	43	--	NA	1
White	NC	49	36446	NC	100	99	NC	484	516	NC	18	4	NC	29	15	NC	53	73	NC	NA	7
Students with Disabilities	NC	188	9411	NC	100	88	NC	423	453	NC	68	36	NC	23	36	NC	9	26	NC	NA	1
Students without Disabilities	44	1185	70090	100	100	100	459	473	502	34	18	7	36	38	24	30	43	65	NA	0	5
Limited English Proficient Students	15	364	9401	94	98	94	419	435	443	73	51	40	27	41	46	NA	8	14	NA	NA	0
Migrant Students	--	--	642	--	--	95	--	--	465	--	--	24	--	--	41	--	--	35	--	--	0
Economically Disadvantaged	43	1149	37183	98	98	97	447	465	479	42	25	16	37	37	34	21	38	49	NA	0	1
Non-Economically Disadvantaged	10	224	42318	100	100	99	NA	473	513	NA	22	5	NA	34	17	NA	43	70	NA	0	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	1350	80000	100	98	99	508	538	564	4	5	3	31	16	11	65	76	75	NA	3	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	25	663	39288	100	99	99	525	556	579	4	3	2	16	9	6	80	83	77	NA	4	16
Male	27	687	40644	100	98	98	493	520	549	4	8	4	44	22	15	52	69	74	NA	1	7
African American	11	257	4307	100	100	99	513	539	551	NA	6	4	27	15	13	73	74	75	NA	5	7
Hispanic	36	1026	32672	97	97	99	506	536	548	6	6	4	28	16	14	67	76	76	NA	3	6
Asian/Pacific Islander	--	NC	1945	--	NC	99	--	NC	592	--	NC	1	--	NC	4	--	NC	69	--	NC	25
American Indian/Alaskan Native	--	16	4424	--	100	97	--	579	549	--	NA	3	--	NA	14	--	100	77	--	NA	5
White	NC	47	36602	NC	100	99	NC	551	579	NC	2	2	NC	19	7	NC	79	75	NC	NA	16
Students with Disabilities	NC	185	9919	NC	98	93	NC	466	505	NC	16	9	NC	51	35	NC	32	54	NC	1	2
Students without Disabilities	43	1165	70081	98	98	100	524	548	571	2	4	2	23	10	7	74	83	79	NA	3	12
Limited English Proficient Students	15	358	9571	94	96	96	481	496	502	7	11	10	47	32	29	47	57	60	NA	0	1
Migrant Students	--	--	654	--	--	97	--	--	534	--	--	7	--	--	16	--	--	74	--	--	3
Economically Disadvantaged	43	1132	37534	98	96	98	508	537	547	5	5	4	28	16	15	67	76	76	NA	3	5
Non-Economically Disadvantaged	NC	218	42466	NC	100	100	NC	542	578	NC	6	2	NC	16	7	NC	75	75	NC	3	16

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

7th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	1351	78546	100	99	97	481	507	543	50	35	15	36	25	18	14	37	52	NA	3	15
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	669	38645	100	100	98	475	511	545	53	31	13	37	27	18	11	39	54	NA	3	15
Male	22	679	39792	92	98	97	487	503	542	45	39	17	36	24	17	18	34	50	NA	3	15
African American	13	256	4205	100	99	97	471	499	524	54	37	22	46	31	22	NA	31	49	NA	1	7
Hispanic	29	1029	31177	97	99	97	485	508	524	48	35	22	31	24	23	21	38	48	NA	3	7
Asian/Pacific Islander	--	NC	1940	--	NC	99	--	NC	580	--	NC	5	--	NC	9	--	NC	53	--	NC	33
American Indian/Alaskan Native	--	13	4689	--	100	95	--	530	515	--	15	28	--	15	25	--	69	43	--	NA	4
White	--	45	36450	--	100	97	--	513	563	--	38	7	--	18	12	--	40	57	--	4	23
Students with Disabilities	10	199	8093	100	100	82	NA	462	489	NA	84	50	NA	9	24	NA	7	23	NA	NA	2
Students without Disabilities	32	1152	70453	97	99	100	488	514	549	41	26	11	41	28	17	19	42	56	NA	4	16
Limited English Proficient Students	17	343	9323	100	98	94	466	480	491	71	59	47	29	26	28	NA	15	24	NA	0	1
Migrant Students	--	NC	674	--	NC	95	--	NC	515	--	NC	28	--	NC	27	--	NC	40	--	NC	5
Economically Disadvantaged	36	1088	34694	97	98	96	478	507	524	53	36	23	33	25	23	14	36	48	NA	3	7
Non-Economically Disadvantaged	NC	263	43852	NC	100	99	NC	508	559	NC	32	10	NC	26	13	NC	40	56	NC	2	22

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	1347	79045	100	99	98	456	481	512	43	22	10	36	38	25	21	39	58	NA	1	7
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	667	38860	100	100	98	457	489	519	42	18	7	42	34	22	16	47	62	NA	1	8
Male	22	677	40075	92	98	97	456	473	505	41	26	12	32	41	28	27	32	54	NA	1	6
African American	13	255	4250	100	99	98	457	482	500	38	19	12	38	40	31	23	40	54	NA	1	3
Hispanic	29	1024	31314	97	99	98	455	479	493	45	23	16	34	38	34	21	38	48	NA	1	2
Asian/Pacific Islander	--	NC	1949	--	NC	99	--	NC	536	--	NC	4	--	NC	15	--	NC	66	--	NC	15
American Indian/Alaskan Native	--	13	4719	--	100	96	--	497	489	--	NA	15	--	31	39	--	69	45	--	NA	2
White	--	47	36730	--	100	98	--	492	532	--	23	4	--	26	16	--	47	68	--	4	12
Students with Disabilities	10	196	8552	100	98	87	NA	440	463	NA	63	35	NA	30	40	NA	7	23	NA	1	1
Students without Disabilities	32	1151	70493	97	99	100	463	487	517	34	15	7	41	39	24	25	45	62	NA	1	8
Limited English Proficient Students	17	339	9355	100	97	95	434	448	456	71	47	37	29	44	48	NA	9	15	NA	NA	0
Migrant Students	--	NC	682	--	NC	96	--	NC	480	--	NC	23	--	NC	37	--	NC	39	--	NC	1
Economically Disadvantaged	36	1083	34922	97	98	96	455	479	493	42	23	15	39	38	34	19	38	48	NA	1	3
Non-Economically Disadvantaged	NC	264	44123	NC	100	99	NC	486	527	NC	20	6	NC	36	18	NC	43	66	NC	1	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	1348	79657	100	99	99	500	545	566	17	6	3	24	14	8	60	80	87	NA	0	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	19	668	39120	100	100	99	547	564	580	NA	3	2	26	8	4	74	89	92	NA	0	2
Male	22	677	40423	92	98	98	469	528	553	27	9	5	23	19	12	50	72	83	NA	0	1
African American	13	256	4290	100	99	99	543	553	560	NA	3	4	38	14	9	62	83	86	NA	NA	1
Hispanic	29	1026	31642	97	99	99	481	542	552	24	7	5	17	14	11	59	79	84	NA	0	0
Asian/Pacific Islander	--	NC	1948	--	NC	99	--	NC	589	--	NC	1	--	NC	3	--	NC	91	--	NC	4
American Indian/Alaskan Native	--	13	4760	--	100	97	--	575	547	--	NA	5	--	NA	14	--	100	81	--	NA	0
White	--	45	36929	--	100	99	--	562	579	--	2	2	--	11	5	--	87	91	--	NA	2
Students with Disabilities	10	198	9069	100	99	92	NA	485	508	NA	19	11	NA	36	30	NA	45	58	NA	NA	1
Students without Disabilities	32	1150	70588	97	99	100	513	555	573	16	4	2	13	10	5	72	86	91	NA	0	1
Limited English Proficient Students	17	337	9521	100	96	96	442	494	507	35	16	13	24	29	24	41	55	63	NA	NA	0
Migrant Students	--	NC	694	--	NC	98	--	NC	546	--	NC	5	--	NC	12	--	NC	82	--	NC	1
Economically Disadvantaged	36	1084	35341	97	98	97	508	545	551	14	6	5	25	14	12	61	80	83	NA	0	0
Non-Economically Disadvantaged	NC	264	44316	NC	100	100	NC	549	578	NC	8	2	NC	13	5	NC	79	90	NC	NA	2

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Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

8th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	1341	78400	93	100	97	535	517	554	29	44	21	12	22	19	57	31	47	2	3	12
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	677	38686	88	100	98	542	520	554	26	43	20	9	22	20	61	33	49	4	2	12
Male	19	663	39636	100	100	96	527	515	554	32	46	23	16	22	18	53	29	46	NA	4	13
African American	NC	238	4193	NC	100	97	NC	517	533	NC	47	32	NC	18	23	NC	32	40	NC	3	5
Hispanic	34	1025	30732	100	100	97	547	518	534	18	43	31	15	23	24	65	31	40	3	3	5
Asian/Pacific Islander	--	NC	1827	--	NC	99	--	NC	594	--	NC	8	--	NC	12	--	NC	49	--	NC	31
American Indian/Alaskan Native	NC	22	4536	NC	92	95	NC	508	528	NC	59	35	NC	9	25	NC	32	37	NC	NA	4
White	NC	49	37038	NC	100	97	NC	507	575	NC	51	11	NC	18	14	NC	27	56	NC	4	19
Students with Disabilities	NC	232	7840	NC	100	81	NC	466	498	NC	87	60	NC	9	18	NC	4	20	NC	NA	2
Students without Disabilities	37	1109	70560	95	100	99	545	527	560	19	35	17	14	25	19	65	36	50	3	4	14
Limited English Proficient Students	10	296	8956	91	98	95	NA	487	502	NA	71	56	NA	18	25	NA	11	18	NA	NA	1
Migrant Students	NC	NC	676	NC	NC	95	NC	NC	523	NC	NC	38	NC	NC	25	NC	NC	36	NC	NC	1
Economically Disadvantaged	32	1047	33014	91	99	95	536	519	534	28	43	31	13	22	24	56	31	40	3	3	5
Non-Economically Disadvantaged	10	294	45386	100	100	99	NA	511	569	NA	50	15	NA	21	15	NA	28	52	NA	1	18

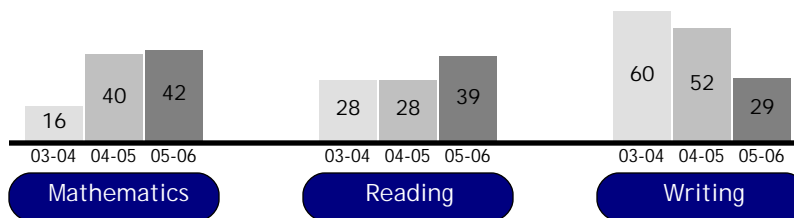
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	42	1340	79179	93	100	98	486	488	519	26	23	11	36	40	27	38	36	58	NA	1	5
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	23	676	38974	88	100	99	486	493	524	26	17	8	35	43	25	39	40	61	NA	0	5
Male	19	663	40124	100	100	97	486	482	513	26	30	13	37	37	28	37	33	54	NA	1	4
African American	NC	238	4243	NC	100	98	NC	492	506	NC	19	14	NC	43	32	NC	37	51	NC	1	3
Hispanic	34	1024	30987	100	100	98	491	487	498	21	24	17	38	39	36	41	37	45	NA	1	1
Asian/Pacific Islander	--	NC	1832	--	NC	99	--	NC	543	--	NC	4	--	NC	17	--	NC	69	--	NC	10
American Indian/Alaskan Native	NC	22	4573	NC	92	96	NC	481	494	NC	23	16	NC	59	41	NC	18	42	NC	NA	1
White	NC	49	37467	NC	100	98	NC	483	539	NC	37	5	NC	24	17	NC	39	70	NC	NA	8
Students with Disabilities	NC	231	8567	NC	100	88	NC	443	467	NC	63	39	NC	30	38	NC	6	22	NC	NA	1
Students without Disabilities	37	1109	70612	95	100	99	495	496	524	19	15	7	38	42	25	43	43	62	NA	1	5
Limited English Proficient Students	10	296	9013	91	98	95	NA	454	461	NA	49	40	NA	43	48	NA	8	12	NA	NA	0
Migrant Students	NC	NC	680	NC	NC	96	NC	NC	487	NC	NC	20	NC	NC	43	NC	NC	36	NC	NC	1
Economically Disadvantaged	32	1047	33345	91	99	96	485	488	499	28	23	17	31	40	36	41	37	46	NA	0	1
Non-Economically Disadvantaged	10	293	45834	100	100	99	NA	488	533	NA	25	7	NA	40	19	NA	34	67	NA	2	7

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	43	1343	79734	96	100	99	502	531	554	7	5	3	37	31	19	56	64	78	NA	0	0
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	680	39243	92	100	99	519	547	568	4	3	2	29	22	12	67	75	85	NA	NA	1
Male	19	661	40413	100	100	98	481	515	541	11	7	4	47	40	26	42	52	70	NA	0	0
African American	NC	240	4285	NC	100	99	NC	541	548	NC	3	3	NC	28	22	NC	68	74	NC	0	0
Hispanic	34	1025	31254	100	100	99	509	529	539	3	5	5	38	32	25	59	63	70	NA	NA	0
Asian/Pacific Islander	--	NC	1837	--	NC	99	--	NC	579	--	NC	1	--	NC	9	--	NC	87	--	NC	2
American Indian/Alaskan Native	NC	22	4613	NC	92	97	NC	530	535	NC	5	4	NC	23	29	NC	73	67	NC	NA	0
White	NC	48	37668	NC	98	99	NC	523	569	NC	10	1	NC	25	13	NC	63	85	NC	2	1
Students with Disabilities	NC	231	8943	NC	100	92	NC	474	495	NC	17	11	NC	59	51	NC	24	38	NC	0	1
Students without Disabilities	38	1112	70791	97	100	100	514	542	561	3	2	2	34	25	15	63	72	83	NA	0	0
Limited English Proficient Students	10	294	9138	91	97	97	NA	486	492	NA	13	13	NA	54	46	NA	33	40	NA	NA	NA
Migrant Students	NC	NC	687	NC	NC	97	NC	NC	528	NC	NC	6	NC	NC	28	NC	NC	65	NC	NC	NA
Economically Disadvantaged	33	1046	33718	94	99	97	506	531	538	6	4	5	36	32	26	58	64	69	NA	0	0
Non-Economically Disadvantaged	10	297	46016	100	100	100	NA	532	567	NA	6	2	NA	28	14	NA	65	84	NA	0	1

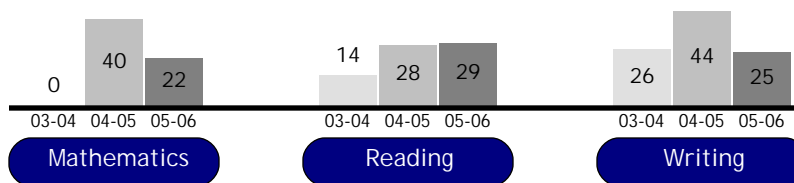
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

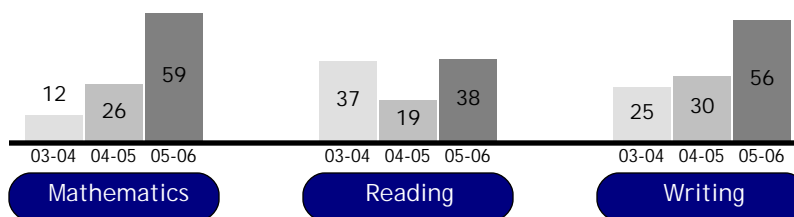
3rd Grade Proficiency



5th Grade Proficiency



8th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

ADEQUATE YEARLY PROGRESS (AYP) FOR SCHOOL YEAR 2005-06

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	N
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	No

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	90	31	NA	58	94	32	31	47	98	28	27	46
	Language	90	24	22	50	94	39	32	47	98	34	30	48
	Mathematics	90	37	34	64	96	34	33	50	98	25	28	52
3	Reading	88	20	NA	55	94	21	24	44	100	21	27	46
	Language	98	25	38	61	94	23	28	44	100	25	30	46
	Mathematics	98	21	33	61	95	30	33	51	100	22	32	52
4	Reading	95	37	NA	56	94	27	29	48	100	25	28	52
	Language	100	35	35	52	94	26	29	49	100	24	30	52
	Mathematics	100	49	38	61	96	26	33	53	100	20	34	58
5	Reading	100	18	NA	55	98	23	30	50	98	24	30	56
	Language	100	19	32	49	98	26	31	50	98	21	30	54
	Mathematics	100	22	38	63	96	25	30	49	98	16	28	52
6	Reading	100	21	NA	56	100	26	33	51	98	25	34	56
	Language	100	16	29	48	100	23	30	47	98	20	30	50
	Mathematics	100	31	40	66	100	23	33	52	98	22	34	58
7	Reading	100	23	NA	54	98	29	30	50	100	16	30	54
	Language	100	22	35	58	98	31	34	52	100	20	37	58
	Mathematics	100	26	32	62	98	29	31	50	100	17	30	54
8	Reading	100	44	NA	55	96	28	33	51	96	35	35	58
	Language	100	35	31	52	96	27	35	50	96	35	39	56
	Mathematics	100	50	37	61	98	30	34	53	96	41	34	58

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

School Site Council

Council Composition

- 1 School Administrator(s)
- 2 Non-certified Employee(s)
- 2 Teacher(s)
- 2 Parent(s)
- 1 Community Member(s)
- 2 Student(s)

Council Duties

- Ü Prioritizing the Budget/SIP Plan
- Ü Staff Selection/Interview/Selection
- Ü Program Selections/Interventions
- Ü Ongoing Staff Development/AYP Goals
- Ü Improving Community Relations/Services
- Ü Monitor Test Data/Improving Test Scores

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	2.00	Teacher	31.00
Other Professional Staff	6.00	Teacher Aide	9.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	12	17	0	0
4 to 6 years	4	5	0	0
7 to 9 years	3	4	0	0
10 or more years	20	11	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	25
Teachers with Emergency Certification.	0
Percent of teachers in the school with Emergency/Provisional Certification	0%
Percent of core classes not taught by Highly Qualified Teachers	24%

Resources Available at School Site

Special Facilities

- Ü Computer Applications Lab
- Ü Computer Curriculum Center
- Ü Library Media Center
- Ü Parent Center

Extracurricular Activities

- Ü Student Council
- Ü Assisted Learning - Tutoring/ESL/ELL/GED
- Ü Performing Arts--Drama--Piano Lessons
- Ü After School Parks and Recreation
- Ü After School Boys/Girls Sports programs
- Ü ELL Tutoring/ English Immersion
- Ü HeadStart /Extended Day Program
- Ü Math Club/Golf Club/

Social Services

- Ü Parenting Assistance
- Ü Health Awareness Services
- Ü Counseling Services
- Ü Parent Information Center/Facilitator
- Ü Social Worker/Truama Task Team
- Ü Counselor [Prevention Specialist]
- Ü Speech Therapist/SAT Team
- Ü School Resource Officer/Information

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü All teachers utilize scientifically based instructional strategies that are proven to promote student engagement and increase student achievement. The best practices and literacy strategies are based on research regarding how students learn.
- ü The utilization of Rubrics, including the 6-trait writing rubric, has been found to have major influence on students' ability to write in grades 4th- 8th. Grades K-3 use the elements of reading consistently to improve student achievement.
- ü Struggling students in grades K-6 are supported through on-going progress monitoring which identifies the instructional needs of the students. Once the academic levels of the students are identified, teachers use various instructional strategies.
- ü Technology is being used in all grade levels to improve student achievement. The use of the applications and curriculum labs are used extensively. Curriculum mapping is also being used in all grades to identify what skills are to be taught.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	97	95	94	95
Promotion Rate ⁵	90	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Safety programs provide: General safety awareness to students and staff; Safe working environment for all; Monthly Safety Committee meetings; Monthly Fire Drills; Semi-annual bus evacuation drills; Safety Inservices; Accident Reports; Safety evaluations; Air Quality Alerts, Health Safari; Dental screening; Mentoring for students and staff, Zero Tolerance for: Drugs, Tobacco, Violence, Bullying and Weapons.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

39

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Walsdorf H. Jenneford Jr./Gayla Patton/Mary Carpio	(888) 232-4900
Transportation Policy	Manny Quihuis/Donna Davis	(602) 243-4852
Community Resources	L. Saucedo/Rose Rodriguez/Victor Caballero	(602) 232-4900
School Nutrition Programs	Teresa Xochihua	(602) 232-4900
Parent Organization	Faye Grey/Tom Edwards/R. Rodriguez	(602) 232-4900
Student Health/Nurse	Lois Mammitt/Nelida Avila	(602) 232-4900

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.